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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS 1963-A

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ABSTRACT

Developed as a second level option to follow an introductory course in marketing and distribution, or as an advanced course in continuing education, this guide outlines principles and practices needed by persons who wish to enter the field of advertising services or for individuals who desire to upgrade their skills in this area. The content, built on a base of elementary understandings, is designed to permit the student to apply his or her knowledge and skills at each step of the educational process. The introductory section covers employment demands, instructional administrative considerations, facilities, student attributes, course format, teaching suggestions, and expected outcomes. The five units are titled Advertising--An Overview, Factors Influencing Creation of Advertisements, Advertising Media, The Campaign, and Advertising Layout and Copy. Each unit contains performance objectives and a content outline with corresponding suggested activities. A list of resources is also included. (HD)

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ED135945

# ADVERTISING SERVICES
# MODULE

## A Second-Level Option
## For Distribution and Marketing

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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The University of the State of New York/The State Education Department
Bureau of Occupational and Career Curriculum/Albany, New York 12234
1976



CE 009 368

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## FOREWORD

Distributive Education is a program designed to prepare learners to fill a variety of jobs in the marketing and distribution field. This publication, *Advertising Services*, is a second-level option to follow the introductory course, Distribution and Marketing. For adults, this module may be adapted to provide the specific advertising skills needed to fill a new job title or one with additional job requirements involving skills and knowledge of advertising.

The *Distribution and Marketing Syllabus* was completed and released in 1974 as a foundation course. It identified 14 marketing functions and correlated them with the 17 recognized occupational clusters. This publication and *Visual Merchandising Through Display* identify the competencies needed in one such cluster. The content covered is expected to respond to local employment opportunities and individual interests and abilities.

A curriculum advisory committee was convened in August of 1974. Serving on that advisory committee of educators and employers were:

- J. Frank Birdsell, Jr., Chairman of the Board of the American Hotel-Motel Association
- Owen Brandt, New York City Schools
- Michael Campbell, Northport High School
- Paul L. Courtney, Executive Vice President, National Association of Wholesalers-Distribution
- Edward Frank, West Seneca High School
- William Gearhardt, Ravena-Coeymans-Selkirk High School
- Joseph Horan, Director, Bureau of Travel, New York State Department of Commerce
- Robert Kross, Centereach High School
- Walter B. Lotz, Sr., Vice President for Sales, Tobin Packing Co.
- John Southerland, Vice President, The Woodward Company
- Ellen Stegman, American Society of Travel Agents Training School and a travel agency manager

The State Education Department was represented by Douglas T. Adamson, then Chief, and John Brophy, William Plimley, and Marian Potter, Associates in the Bureau of Distributive Education, as well as Alvin E. Rubin, Associate in Vocational Curriculum of this Bureau.

*Advertising Services* was selected by the committee as one of the options to be developed, and the content outlined for it. We are particularly indebted to Michael Campbell and Edwin Schultheis, who wrote the draft of this module. John Brophy prepared the introductory chapters. Alvin Rubin managed the curriculum development project and prepared the module for publication.

G. Earl Hay, *Chief*
*Bureau of Occupational and Career Curriculum*

Gordon E. Van Hooft, *Director*
*Division of Curriculum Development*

## MESSAGE TO THE INSTRUCTOR

*Advertising Services* is another module in the series being developed as options in the second year of Marketing and Distribution or as an advanced course in continuing education. The principles and practices outlined in this guide are particularly important for persons who wish to enter the field of advertising services or for individuals who desire to upgrade their present skills in this content area. The content builds on a base of elementary understandings and permits the student to apply his or her knowledge and skills at each step of the educational process. Throughout the various units, provision is made for evaluating student progress toward specific performance goals.

The module may be used also as part of the occupational preparation within professional, industrial, or commercial fields. Secondary and adult students who are learning about or have experience in marketing and distribution can use the basic skills in advertising services to develop a specialization that will be useful in furthering their career development.

The instructor is urged to use this outline with his or her students in relation to their stages of development. There are numerous provisions for individual and small group learning activities that can be improved with experience. While we feel that the elements of a successful program are contained in this publication, please let us know where future improvements can be made.

*Chief, Bureau of Distributive Education*

Douglas T. Adamson, *Director*
*Division of Occupational Education Instruction*

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Photographs Courtesy of N. W. Ayer ABH International
and the Capital District Transportation Authority

An Advertising Agency Creative and Account Team discusses a promotion.

# ADVERTISING SERVICES

Advertising carries the message of marketing through a variety of media. Many skills are necessary to achieve advertising's goals of reaching potential customers and persuading them to buy products and services. No typical educational background can guarantee success in advertising; but some of the basic knowledge necessary for employment is outlined in this publication.

## EMPLOYMENT DEMANDS

Persons trained in advertising skills are needed in production, marketing, and distribution, as well as in the agencies themselves. As the volume of consumer goods and competition among manufacturers increase, employment in advertising is expected to increase moderately in the 1980's.

High school students can be prepared for entry-level jobs in many areas of the advertising field. Adult training programs may be offered to store and office employees with some responsibility in advertising, and to persons seeking new jobs or part-time employment.

## ADMINISTRATIVE CONSIDERATIONS

*Advertising Services* has been developed for utilization in the 12th grade competency cluster phase of the secondary distributive education program. Occupational competency in one or more of the 17 clusters listed in the Distribution and Marketing 11th grade syllabus may be attained in the 12th grade.

The expected performance objectives or student outcomes should be realized in 10 to 20 weeks. This module is intended as an advanced option for distributive education students in the 12th grade and for other occupational education students, when the module content is related to their preparation for employment. It is recommended that students interested in a Distributive Education sequence or major take the first year course, Marketing and Distribution. In particular, the section on Sales Promotion will provide a foundation for a more comprehensive study of advertising services.

This module may be scheduled for a single period during part or all of a semester as a prepared course for up to one-half unit of credit in a vocational or three-unit sequence. A period in a laboratory-classroom, school store or simulated advertising agency is particularly advantageous for an higher level of competency for students who are preparing for direct entry into this area of employment. In addition, cooperative work experience should be included as a part of the student's program of occupational preparation. Distributive Education students should have available other modules of instruction to complete the semester or year.

*Advertising Services* and *Visual Merchandising Through Display* are two modules for the Advertising Services Occupational Cluster, USOE 4.01. Students may wish to use these modules for additional preparation for such clusters as Apparel and Accessories (4.02), Automotive (4.08), Food Distribution (4.05), General Merchandise (4.08), Hardware and Building Materials (4.09), Wholesaling (4.12), and Personal Services (4.15).

Adult students would be more cognizant of the basic elements contained in this module, particularly if they have had experience in sales and merchandising. In most circumstances, fifteen 2-hour sessions will provide adequate time to accomplish the expected outcomes in continuing education.

## FACILITIES

Although a separate classroom is not essential for effective instruction in advertising services, a designated area of the distributive education laboratory would offer obvious instructional advantages. Additionally, the use of a simulated advertising agency to implement intra- and extra-school advertising projects has proven valuable.

## STUDENT ATTRIBUTES

Advertising workers should have many and varied interests, be creative, have a flair for language and art, and be able to work as part of a team. An adventuresome spirit, coupled with perseverance, can lead to a successful and rewarding career in a wide range of occupations found in advertising services.

## COURSE FORMAT

Each module has 4 parts:

1. Performance objectives are listed on the first page. They are specific, measurable goals which the student is expected to attain upon completion of the content of the module.

2. Content topics are shown on the left side of subsequent pages and are divided into sub-topics as needed.

3. Teaching suggestions are on the right of, and correlated with, the content topics. These contain teaching methods and activities for the learner.

4. Resources, primarily books and pamphlets, are listed at the end of each module.

TEACHING SUGGESTIONS

The following points are offered as a means of improving instruction.

- Review each unit well in advance of the class and obtain the instructional materials needed for an effective presentation.
- Use a variety of learning experiences in order to challenge the different levels of student abilities.
- Take all opportunities to provide for individual or small group instruction.
- Keep the instruction flexible enough to permit each student to gain the skills and knowledges required to achieve his or her specific goals.
- Use instructional aids to clarify the presentations.
- Read trade magazines to keep up to date with new information and developments that are occurring in the field of advertising.

EXPECTED OUTCOMES

The content of this module is intended to prepare persons for employment in advertising agencies; in advertising departments of retail, wholesale and manufacturing firms; and in advertising media such as radio, television, magazines and newspapers. It should also be useful to students who plan to operate their own businesses.

Students should become acquainted with the tasks performed by the advertiser in preparing and presenting all forms of advertising and promotion. They should learn about the numerous job options and career alternatives in the advertising occupational cluster.

## I. ADVERTISING — AN OVERVIEW

Performance Objectives

The student will be able to:

- Write an acceptable definition of advertising.
- List 4 benefits that advertising gives to the consumer, the advertiser, and to society.
- Identify 6 significant periods of history in the growth of advertising.
- Write 3 of the chief characteristics of each of the 6 significant periods in the history of advertising.
- Distinguish among the 4 levels of productivity of advertising by writing a single sentence describing each.
- Give 3 reasons why mass production and mass consumption could not survive without each other.
- Identify 5 contributions of advertising to the economy.
- Describe 5 limitations of advertising to the marketer.
- Identify 6 different types of dishonest advertising, given samples of past and present advertisements.
- Given samples of various past and present advertisements, indicate 6 reasons why they are considered to be objectionable.
- Name 5 organizations that serve to regulate the advertising industry and outline how each executes this regulation.
- Given an assortment of advertisements, determine which are advertisement for products and services, which are nonproduct advertisements, and which are institutional advertisements.
- Given a list of advertising goals, distinguish between those goals to be reached by product and services advertising, and those goals to be reached by nonproduct and institutional advertising.
- Write a definition of communication.
- Describe the 5 key ingredients of a communications network.
- List 5 reasons why advertising is a form of communication.
- Describe 7 key messages sent over the advertising communications network.

I. ADVERTISING — AN OVERVIEW

| CONTENT | SUGGESTED ACTIVITIES |
|---|---|
| A. The Meaning of Advertising | Assign a course project in which students collect materials on advertising. This project could be to create a scrapbook or a DECA Area of Distribution Manual. |
| 1. Advertising Defined | Separate the class into two groups. Have these two groups debate the topic, "Resolved: Advertising should be abolished." |
| 2. Importance of Advertising | |
| a. To the consumer | |
| b. To the advertiser | |
| c. To society | |
| 3. History of Advertising | Trace a parallel history of advertising, showing how business and advertising developed together and identify the six key periods in the history of advertising. |
| a. Preprinting period (prior to the fifteenth century) | |
| b. Early printing period (fifteenth century to 1840) | Divide the class into six groups. Have each group research one of the periods in history significant to advertising and report on it. |
| c. Period of expansion (1840 to 1900) | |
| d. Period of consolidation (1900 to 1925) | Set up a bulletin board showing some of the important events in each of the six periods of history significant to advertising. |
| e. Period of scientific development (1925 to 1945) | |
| f. Period of business and social integration (1945 to the present) | |
| 4. Socioeconomic Aspects of Advertising | Conduct a class project to determine the attitude toward advertising by various segments of society. Include a survey asking questions about mass production, mass consumption, advertising productivity, consumer surplus, and the quality of goods and services. |
| a. Productivity of advertising | |
| b. Mass production and mass consumption | |
| c. The influence of advertising upon competition | Invite an economics or marketing professor to discuss advertising and economics with the class. |

| | |
|---|---|
| · Effect upon the availability of goods and services<br>· Effect upon the quality of goods and services | Have local retailers and/or manufacturers visit the class to discuss the importance of advertising to their businesses. Have students prepare questions for the speakers. |
| d. Creation of consumer surplus | Prepare a case study that deals with the various elements of the socioeconomic aspects of advertising. |
| e. Limitations of advertising<br>· Cannot create needs and wants<br>· Can induce customers to try a product only once<br>· Cannot overcome the failings of an inadequate sales force<br>· Cannot overcome poor marketing practices | |
| 5. Ethics and Truth in Advertising | Have students prepare a chapter in their continuing course project that presents examples of dishonest advertisements. |
| a. Dishonesty<br>· Untruthful advertising<br>· Testimonials<br>· Misleading names and labels<br>· Exaggeration and the half truth<br>· Misrepresentation<br>· Creating erroneous impressions | A committee of students may set up a bulletin board display of objectional advertising.<br><br>Prepare a case study centered around the topic of unethical and untruthful advertising. Explore with students the help that might be expected from established regulatory organizations and agencies. |
| b. Objectional advertising<br>· Puffery<br>· Poor taste | Have students bring into class examples of dishonest, objectional, and unethical advertising. Discuss with the students the avenues that are available to eliminate, or at least alleviate these questionable practices. |
| c. Regulation of unethical and untruthful advertising<br>· Federal government<br>· Printers Ink Statute<br>· Better Business Bureau<br>· Regulation by the media<br>· Regulation by advertising organizations | Contact the nearest Better Business Bureau and invite a representative to speak to the class on the topic of unethical, dishonest, and objectional advertising. |

- Trade associations
- Association of National Advertisers
- American Association of Advertising Agencies

B. The Goals of Advertising

1. The Goals of Product Advertising

   a. Goods

   b. Services

Take a significant sample of local businesses to ascertain the goals each business has for its advertising programs. Select the businesses before the students conduct the survey, so that a representative sampling can be made. Both goods and services should be included.

Have students analyze current advertisements for a class discussion on the goals of advertising.

2. The Goals of Nonproduct Advertising

   a. Public relations

   b. *Advertorials*

   c. Association and group advertising

   d. Politics

   e. Advertising Council

   f. Religious organizations

   g. Idea advertising and national welfare

A section showing examples of nonproduct advertising may be developed for the student's continuing course project.

Have students prepare *advertorials* to promote a company policy or image.

Invite a local politician to discuss the use of advertising by political groups. This could be done in cooperation with the school's political action club or social studies department.

Invite into the class a representative of the Advertising Council to explain its program of public welfare advertising.

Present the class with a public relations problem. Have them develop advertisements to help solve this problem.

3. The Goals of Institutional Advertising

   a. Building the image

   b. Building a trade name

Analyze a group of advertisements brought in by the students dealing with image and trade name building.

Have students prepare advertisements which promote image and trade name building.

4. Advertising as a Means of Communication

   a. Communication defined

   b. The messages advertising communicates

      - The existence of want-satisfying products and services
      - The location of want-satisfying qualities of goods and services
      - The qualities possessed by the product or service to furnish satisfaction of the want
      - Guide to want-satisfying qualities of goods and services
      - Unlocks hidden psychological benefits
      - Facilitates competition
      - Educates the consumer

From a group of advertisements, have students select the elements of communication and the main message.

Provide several messages to be communicated and the audiences to be reached. Have each student design an advertisement that will communicate the messages to the designated receiver.

A Creative Team discusses layout and copy for an advertisement.

## II. FACTORS INFLUENCING CREATION OF ADVERTISEMENTS

Performance Objectives

The student will be able to:

- Write a brief essay outlining the implications, effects, and consequences of the creative process in advertising.
- Using complete sentences, describe the 4 main reasons for research.
- Describe and analyze each of the 4 major elements of basic research.
- Complete an exercise in research to better understand the purposes of basic research.
- Given an assortment of advertisements, show how the "you attitude" is utilized.
- From an assortment of current advertisements distinguish between 6 primary wants and 6 selective wants being used.
- Describe the 12 most important demographic groups in the U.S. for advertising.
- Give 6 reasons why demographic groups are important in advertising.
- Identify 10 product research considerations that must be made before marketing products and services.
- Write a brief description of each of the 14 tasks and principles of marketing research.

## II. FACTORS INFLUENCING CREATION OF ADVERTISEMENTS

| CONTENT | SUGGESTED ACTIVITIES |
|---|---|
| A. Behavioral Fundamentals | |
| 1. Importance of the Creative Process in Advertising | Use "brainstorming" as an exercise in the creative process. |
| a. Sources of ideas | |
| b. Steps in the creative process | |
| c. Methods of stimulating the creative process | |
| d. Channeling ideas | |
| 2. The Key Role of Research | Give each student an advertising problem needing to be researched. Have each student determine an appropriate solution for this problem by applying the four steps of research and the four basic characteristics of research. |
| a. Purpose of research<br>· Understand the problem<br>· Identify various alternatives<br>· Collect data<br>· Decision making based upon the collected data | Conduct a discussion on a case problem requiring research methods for its solution. |
| b. Characteristics of sound research<br>· Objectivity<br>· Qualification of measurement<br>· Creativity<br>· Continuous research | Discuss some major advertising campaigns, being sure to point out the role of research in planning the campaigns. |
| 3. Consumer Research | |
| a. The consumer approach<br>· Your attitude<br>· Interpreting want satisfying qualities of goods and services | Have students bring in some current advertisements from newspapers, magazines, direct mail, radio, and television. Conduct a class discussion on how the "you attitude" is used in each type of advertisement.<br><br>Present a series of advertising messages to the class. Have the class frame these messages utilizing the "you attitude." |

| | |
|---|---|
| b. Consumer motivation<br><br>· Primary wants (tendency to be inborn)<br>· Selective wants (learned or acquired)<br>· Consumer benefits<br>- Mental<br>- Material<br>- Physical | Let the class determine the primary and selective wants being utilized in several advertisements.<br><br>Present a product or a service to the class to determine which primary and which secondary wants could be used in the advertising.<br><br>Have students develop a section on consumer research for their course projects.<br><br>Let the class determine the consumer benefits being used in the above advertisements and classify each type of benefit. |
| c. Consumer groups<br><br>· Age<br>· Family life cycle<br>· Sex<br>· Occupation<br>· Ethnic background<br>· Religion<br>· Income<br>· Educational level<br>· Geographic location<br>· Socioeconomic class<br>· Psychological groups<br>· Heavy users | Invite a local businessman to the class to speak on the topic, *Where are your customers?*<br><br>Present a case study on the topic of demographics.<br><br>Have the class discuss and analyze the demographic groups that contain the best customer potential for a selected product or service.<br><br>Develop several consumer profiles of hypothetical customers. Analyze these profiles from the standpoint of what products might be sold to them and why these products would likely be purchased by each hypothetical customer. |
| B. Marketing Fundamentals | |
| 1. Product Research<br><br>a. Classification of the product<br><br>b. Advertisability<br><br>c. Construction<br><br>d. Quality<br><br>e. Differentiation<br><br>f. Packaging<br><br>g. Unit of sale | Bring to class several items that might be considered for advertising. Have the class analyze these items in relationship to the ten product research categories.<br><br>Have students select a product for analysis. Have them put this analysis in their course project.<br><br>Select several common items presently available in the market place with the view of changing present marketing strategy. |

h. Price

i. Brand image

j. Product testing

2. Market Research

a. Population distribution

b. Population shifts

c. Economic level

d. Economic shifts

e. Sales potential

f. Regional differences

- Climate
- Consumption rate
- Habits and customs
- Urban versus suburban
- Megalopolis

g. Sales records

h. Census of retail trade

i. *Sales Management* survey of buying power

j. Consumer panels

k. Surveys

l. Pilot tests

m. Private research firms

n. Statistical methods

Organize a marketing research project for a new product. Divide the class into groups and assign each group some of the tasks required in marketing research. Have each group report their findings.

Introduce the DECA Studies in Marketing series. Have each student complete one of these manuals.

## III. ADVERTISING MEDIA

Performance Objectives

The student will be able to:

- Name 3 major daily newspapers in the U.S.
- Give 3 advantages that a daily newspaper has over other media.
- Locate 3 different types of display advertising in a newspaper.
- Compute 3 different newspaper rate schedules.
- Name 3 magazines and identify their type of classification.
- Give 5 advantages of using magazines as a medium for advertising.
- Construct a simple cost rate structure for a major national magazine.
- Describe 3 preferred positions in magazines.
- Give 2 advantages and 2 disadvantages of public television.
- Provide 3 reasons for selecting T.V. as an advertising medium.
- Define 3 problems or limitations of T.V. as an advertising medium.
- Give 3 advantages of the radio as an advertising medium.
- Describe 2 types of radio advertising.
- Create a written 10-second spot announcement, given the necessary product information.
- Give 3 reasons why certain products use the radio rather than other types of advertising media.
- Name 5 types of direct mail media.
- Describe in writing advantages of direct mail advertising.
- Describe 3 elements that would be found in correct mail order advertising.
- Name 3 types of outdoor mass media.
- Describe 2 kinds of transportation media.
- Give one example of the use of stunt advertising.
- List 4 advantages of mass media.
- Describe 3 disadvantages of mass media ad campaigns.

Display and point-of-sale advertising can be effective.

## III. ADVERTISING MEDIA

| CONTENT | SUGGESTED ACTIVITIES |
|---|---|
| A. Printed Media — The Written Message | Discuss the role of newspaper circulation as it relates to business advertising. Bring in concepts such as retention and reader life. |
| 1. Newspapers | |
| a. Number and circulation<br>· Daily<br>· Weekly<br>· Sunday<br>· Morning<br>· Evening | Bring to class an example of several types of major newspapers. Let students observe the diversification of editorials, news, the classifieds and general advertisements. |
| b. Features of the newspaper medium<br>· Reaches specific clientele<br>· Intensive coverage of the market<br>· Broad and diversified appeal<br>· Shopping guide<br>· Scheduling is made easy<br>· Appeals to location | Have the class break into 6 separate groups. Each group should be assigned the task of researching through newspapers for advertising features. Clientele, market, appeal etc. should be pinpointed and explained by the captain of each group. |
| c. Advantages of the newspaper medium<br>· Universality<br>· Local circulation<br>· Quick sales method<br>· Copy changed daily - classified areas<br>· Eliminates long-range planning | Let each student prepare a rough copy of a newspaper advertisement. The student must explain the reason for placing it in a newspaper and in a specific area of the newspaper. |
| d. Types of display advertising<br>· Retail<br>· General<br>· Classified | Discuss the relative importance of display advertising and the different positions in the newspaper used for food, clothing, sporting equipment, and automobiles. |
| e. Rate structure of newspapers<br>· General vs. retail | In a daily newspaper, measure the number of column inches, classify positions and rate schedules, and find examples of preferred vs. ROP positions. |

- Discounts
- Color rates
- Combination
- ROP

Many people expected newspaper advertising to decrease in importance as television gained in popularity. Discuss whether or not this has happened.

2. Magazines

Discuss why special magazines in certain fields charge more for advertising space than do general business magazines.

a. Classification

- General consumer magazines
- Womens magazines
- Business magazines
- Trade, technical, and professional magazines

Conduct a class research project to analyze the use of certain trade and technical magazines locally. Consider farm, retail store, and professional trade magazines for analysis.

b. Advertising advantages of magazines

Interested students may create collages of magazine advertisements.

- Selectivity of evidence
- Reader confidence
- National coverage
- Long life
- Prestige and status
- Editorial contents

Some students may work with a local store to create an advertising plan, using a magazine and a newspaper as the media to be used in the advertising strategy.

Discuss what would happen to periodical media if all advertising were to be discontinued.

c. Limitations of magazine advertising

- Expensive costs per page/preferred positions
- Time factors imposed
- Infrequent communication

Elicit reasons why the advertisers use the yellow pages of the telephone directory.

B. Broadcast Media — The Spoken Message

Visit a local TV station so that students may interview employees and discuss how they began their careers in this field.

1. Television

A panel discussion can compare the effect of educational TV and its relationship to advertising and the future of pay television.

a. Growth of the TV industry

- Development of the network
- Public use of TV
- Increasing growth of pay TV

b. Types of television advertising

- Network
- Spot
- Local

Describe 3 factors that determine whether a television advertising campaign will be national or local.

Discuss what advertising services should a businessman expect from the television station organization.

c. Advantages of TV advertising

- Visual/auditory communication
- Mass medium
- Good selectivity

Another good discussion is on what is the proper proportion of the program which should be devoted to advertising in a half-hour?

d. Disadvantages of TV advertising

- Time/scheduling problems
- Fleeting message
- Oversaturation/crowding of messages.

e. Consumer reactions to medium of TV

- Prime time
- "Personal" medium
- Believability vs. exaggeration
- Repetitious vs. aggressive
- Subliminal advertising - Is it fair to consumers?

2. Radio

Divide the class into committees to handle the following:

- Make appointments for a visit to a local radio station
- Prepare a list of questions to ask
- Compile a summary report
- Prepare letters of appreciation

a. Features of the medium

- Only nonvisual form
- Saturation is good
- Simple/less costly
- Modest demands on listeners

b. Types of radio programs

Students should select a radio program

- Musical
- Educational
- News
- Sports
- Dramatic

- Count the number of times the advertiser's name is mentioned.
- Label the techniques used in the ad
- Identify the usual as well as unusual announcements made.

c. Types of radio advertising

- Network
- Spot
- Local

d. Advertising uses of radio

- Familiarize products
- Create good will
- Stimulate direct sales
- Create mail/telephone lists

e. Audience measurement — TV and radio

- Telephone calls
- Audimeter
- Personal interview
- Diary

Conduct a class research project:

- Interview local merchants who advertise on local radio stations.
- Determine degree of product saturation
- Costs for the advertisements
- Cost per listener
- Effectiveness of combinations, if any were used (i.e., radio & TV)

C. Direct Mail Media

1. Types of Direct Mail Media:

a. Form letters

b. Circulars

c. Catalogs

d. Booklets

e. Flyers

f. Package inserts

g. Package

h. First class permits for responses

Have students classify at least 4 samples of direct mail ads and bring them to class.

Request a Pitney-Bowes representative to explain to the class:

- The different classes of mail
- What are the costs for different classes?
- How does cost affect direct mail advertising?

2. Advantages of Direct Mail Advertising:

a. Regulated distribution

b. Usually reaches destination

c. Selective selling

Conduct a debate, "Resolved: Most direct mail advertising is 'junk mail'."

As a class project, have each student write a form letter for use in direct mail to advertise the distribution and business departments within the high school. The latter should contain:

d. Direct personal approach

3. Use of Direct Mail Lists

a. Mailing lists can be automated

- Computer printouts
- Addressograph plates

b. Update new lists regularly

c. Compile new mailing lists as needed

4. Elements of Proper Mail Order Advertising

a. Provide factual and interesting information

b. Design an attractive layout

c. Select target groups

- Subjects and major sequences offered
- Brief background of the teachers of the subjects
- Opportunities for graduates of the programs
- Illustrations
- Unique headlines
- Effective copy

Split the class into two groups to debate whether direct mail advertising is on the increase or declining. The students should base their contributions to the debate upon research they have each conducted.

D. Other Mass Media

1. Types of Mass Media

a. Outdoor media

- Posters
- Billboards
- Neon signs

Obtain a *Standards of Practice* from the *Outdoor Advertising Association of America*. Have students choose some outdoor advertisements in their area and pinpoint violations (if any) to the codes of *Standards of Practice*. Oral or written reports by students can be on topics like: Describe the best electric sign you have seen, taking into account factors that created attention, such as motion and color.

b. Transportation media

- Car cards
- Station posters
- Loud speakers

Contrast the relative effectiveness of billboards and posters.

- When would each be used?
- Which is more costly?
- Which would be changed more frequently?
- Appropriate products for each

c. Point of sale media:

- Window display
- Counter displays
- Displays at the cash register

Discuss the relative effectiveness of point-of-sale advertising near the cash register of a store compared to other locations.

d. Assembly media

- Slides/pictures
- Lectures

This advertisement combines outdoor, novelty, and transportation media.

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e. Novelty media
Stunt advertising

2. Features of Outdoor Media

a. Oldest form of advertising

b. Speaks to everyone

c. Colorful media

d. Used by national advertising

e. Can be scientifically placed in location of high traffic and visibility

Conduct a debate: "Resolved, most outdoor media advertising is a public nuisance and should be greatly restricted through legal action."

3. Limitations of Outdoor Media

a. Copy is brief - Poor for new products

b. Wide range of distractions

c. Circulation limited in bad weather

d. Possible safety hazard to drivers.

e. Sometimes clashes with the environment

Have students examine the advertising cards in a bus or subway car. Does the use of color, copy, or headline change due to the type of transportation advertising that is used; or are there other reasons?

4. Miscellaneous

a. Directories

b. Theatre programs

c. Sports programs

## IV. THE CAMPAIGN

Performance Objectives

The student will be able to:

- Write at least one definition of a promotional campaign.
- Distinguish between a promotional campaign and an advertising campaign by listing 4 major differences between the two.
- Set the goals and select the media required for a promotional campaign for a consumer product.
- List 3 uses of each element in the advertising campaign for a specified product.
- Identify 6 sources of assistance available to a small businessman in planning and preparation of advertising and promotion campaigns for consumer products.
- Describe 2 tasks for which the advertising department of a retail department store and the advertising agency are responsible.
- Given the target area, the audience composition, the frequency of exposure required, and the planned campaign length, select the best medium to advertise a specified product.
- Allocate a promotional budget to the various elements of the campaign.
- List 5 factors affecting media choice.
- Given a firm's advertising campaigns, select the optimum dates during which to conduct each campaign.
- Describe the local demographic groups.
- Select the medium that best reaches these groups.

IV. THE CAMPAIGN

| CONTENT | SUGGESTED ACTIVITIES |
|---|---|
| A. The Promotional Campaign | Lead a class discussion on promotional and advertising campaigns. At the conclusion of the discussion have students write definitions of promotional and advertising campaigns. |
| 1. Definition | |
| 2. Purpose | |
| 3. Elements | Assign a promotional campaign problem to each student. Have them set the goals and select the media required for the campaign. Have the students place this campaign in their course project books. |
| 4. The Place of the Promotional Campaign | |
| B. The Advertising Campaign | |
| 1. Definition | Have students select an advertisement from a local publication, and contact the local advertiser to determine what were the goals of the campaign, and the reasons behind the selection of the media used in the campaign. |
| 2. Purpose | |
| 3. Elements | |
| 4. Goals | Invite a local businessperson to visit the class to explain how he/she plans his/her promotional and advertising campaigns. |
| | Discuss one or more of the current and well-prepared advertising campaigns that are available for purchase. |
| | Have students analyze a consumer product in view of the elements of a promotional campaign. |
| | Each student may select a local firm and prepare an advertising campaign for some of its products. |
| C. Conducting the Advertising Campaign | Invite an advertising manager to the class to speak on the topic, "Sources of assistance available to the small business in the planning and preparation of advertising campaigns." |
| 1. The Large Company's Advertising Department | |
| 2. The Advertising Agency | Interview a local department store advertising manager to determine his/her responsibilities. |
| 3. Supplier Assistance | |
| 4. Media Assistance | Contact an advertising agency to determine its functions. |

| | |
|---|---|
| 5. Trade Association Assistance | Have students write to suppliers, the various media, and trade associations to find out what types of assistance they offer customers for their advertising campaigns. |
| D. Media Selection | Prepare a case study involving the target area, the frequency of exposure required, and the planned campaign length for an advertising campaign geared for a specific product or service. Have the students select the best medium for the purpose. |
| 1. Objective | |
| a. Target area | |
| b. Audience | |
| c. Frequency | Set up a series of hypothetical cases involving advertising budgets. Have committees of students allocate a budget to the various elements of a campaign for a selected case and report to the class. |
| d. Length | |
| 2. Factors Affecting Media Choice | |
| a. Cost | Elicit from the class the 10 factors influencing media choice for a specified product or service. |
| b. Specific objectives of the campaign | |
| c. Specific objectives of the advertisement | Conduct a survey of local business people to determine the percentage of annual sales being spent on current advertising. |
| d. Area location | |
| e. Competition | Compare the local survey results with current industry figures for advertising expenditure as a percentage of sales. |
| f. Lead time required | |
| g. Lead time available | Invite a local manager to speak to the class on the topic *Planning a yearly advertising strategy*. |
| h. Services available | |
| i. Timeliness | Arrange a class field trip to a local firm possessing an advertising department. Supply each student with a report sheet asking questions about advertising campaigns. Have the students obtain information about past, present, and future advertising campaigns. |
| . Season<br>. Weather<br>. Holidays<br>. Current events<br>. National or local promotion | |
| j. Demographic groups reached by the specific medium | Have students prepare a list of all the demographic groups in your community. |
| E. Simulated Advertising Campaign | Each student or teams of students may plan selected advertising campaigns. |

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Agency Account Supervisors discuss a campaign with an Art Supervisor.

## V. ADVERTISING LAYOUT AND COPY

Performance Objectives

The student will be able to:

- Outline 2 different advertising layouts
- Describe 5 principles of design
- Construct a layout using 5 principles of design.
- Outline the steps involved in the preparation of a finished advertisement.
- Write the factors related to the size of a layout.
- Describe 5 kinds of advertising copy.
- Write an effective sales message for an advertising layout.
- Identify the objectives of good copy in given advertisements.
- Given the necessary information, construct a finished advertisement by following the steps in the preparation of ad layouts.

## V. ADVERTISING LAYOUT AND COPY

| CONTENT | SUGGESTED ACTIVITIES |
|---|---|
| A. Components of an Advertisement | Check copy written by students against these criteria: |
| 1. Headline<br>a. Make it brief, yet complete<br>b. Use action verbs<br>c. Feature your brand name<br>d. Stress benefits to consumer | . Is it addressed to the potential user?<br>. Does it appeal to basic human desires or motives?<br>. Does it cover the seller's objectives?<br>. Is it natural and interesting?<br>. Does it adequately describe the product or service offered?<br>. Does it urge action by the reader? |
| 2. Copy<br>a. Make it interesting and believable<br>b. Address it to the reader<br>c. Don't tell about your product, sell it<br>d. Don't violate the rules of English and grammar just to get attention | Students, in pairs or teams, should visit advertising agencies or departments in community, not only to learn how they operate, but to ask questions which could be prepared as brief reports. Some questions which should lead to interesting discussions are:<br>· What does your staff consider to be the major sections in an advertisement, or what basic parts do most of your ads contain?<br>· Does your firm expect your copywriters to follow certain rules in creating copy for headlines? |
| 3. Illustrations — Must Relate to Headline or Copy | The class should be able to develop other fundamental questions regarding illustrations, logos, color, costs, etc. for use in interviewing agencies or departments. Also, as the interview progresses, other topics will arise, which may prove to be most interesting. |
| 4. Signature or Logo to Identify Your Company | |
| 5. Typography<br>a. Typesetting, photosetting, composing<br>b. Selecting and arranging<br>. Spacing<br>. Type faces<br>. Art work | |
| 6. Color-Effectiveness Must Justify Cost | |
| 7. Space<br>a. Newspapers sell column inches<br>b. Magazines sell pages or fractions thereof | |
| 8. Position | The client pays a premium for selected positions in the media. |

B. Advertising Layout

1. Types of Layout Plans

   a. Formal

   b. Poster

   c. Editorial form

   d. Picture caption

2. Functions of Layout:

   a. Cost information

   b. Preview of finished layout

3. Principles of Design:

   a. Balance (formal and informal)

   b. Contrast

   c. Proportion

   d. Unity

   e. Optical center

   f. Symmetry

   g. Weight

4. Steps in Preparation of Layout

   a. Elements in balance

   b. Thumbnail sketch

   c. The rough layout

   d. Semi-comp layout

   e. Choose type

   f. Correct errors

   g. Finished product

Point out that a poor layout suggests a poor product.

Have each student bring in an advertisement to analyze:

- background
- movement
- size
- white space
- border
- shape
- balance
- position
- type

These should then be placed on a bulletin board for all to observe and discuss the layouts.

Have the students select 5 advertisements from magazines in which the means used to produce balance are evident. Examples are:

- Headline used to balance an illustration
- Copy used to fill white space
- Small illustration to balance larger illustration

Let students select a product or service that they wish to advertise; and then prepare a layout, following the steps presented in the classroom.

Have students prepare a layout for men's or women's clothing. The product is to be placed on sale in a large, national retail store. The ad will appear in a daily newspaper and is to be two columns wide and 5 inches deep. The layout includes:

- Illustration
- Firm name
- Headlines
- Price
- Brand names
- Copy

| | |
|---|---|
| 5. Size of Layout | Evaluate the statement: "Repetition is reputation." What does this mean? |
| a. Attention value | |
| b. Position (ROP) | |
| c. Contour | |
| d. Balance plan | |
| C. Kinds of Copy | See if the class can find an example of each type of copy. Have students be prepared to discuss the relative effectiveness of each type of advertisement. |
| 1. Reason Why | |
| 2. Human Interest | |
| 3. Sense Appeal | |
| 4. Story Form | |
| 5. Jingles and Rhymes | |
| 6. Educational | |
| 7. Testimonial | |
| D. The Sales Message | Have students make a list of 3 descriptive words of phrases used in advertising each of: |
| 1. Unity of words | · Automobiles |
| 2. Coherence | · Jewelry |
| 3. Emphasis | · Breakfast foods |
| E. Preparation of Copy | Debate "Should the rules of proper grammar be violated in preparing advertising copy?" |
| 1. Fact Sheets | |
| 2. Product Knowledge | Let volunteers explain how much they were influenced by advertising about an item recently purchased. |
| 3. "You" Approach | |
| 4. Belief in Product | |
| 5. Target Market | |
| F. Writing Copy (Techniques) | Discuss the effectiveness of using rhymes or jingles in advertising. Can other approaches be used? |
| 1. Arouse Interest | |
| 2. Create Confidence | Students may explain the "you attitude" and give examples of this kind of approach. |

3. Use of "You" Approach

4. Promise Benefits

G. Objectives of Good Copy:

1. Brief and to the Point

2. Action Words Create Interest

3. Create Empathy

4. Cultivate Positive Response

Have a panel of students debate "Present day advertising has created a hostile attitude in some people." Students may create an ad for a novel, a play, or a movie, based upon a review taken from a magazine or newspaper.

There are attractive careers for women in advertising.

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## VI. CAREER OPPORTUNITIES IN ADVERTISING

Performance Objectives

The student will be able to:

- Name some of the major advertising agencies
- Describe the services offered by a local advertising agency.
- List 3 entry-level jobs in the field of advertising.
- Describe 5 jobs in advertising media.
- Name 3 job clusters in advertising agencies.
- Describe a career pattern beginning with an entry level position in the print media field.
- Define a career in broadcast media, starting with an entry-level job.

## VI. CAREER OPPORTUNITIES IN ADVERTISING

| CONTENT | SUGGESTED ACTIVITIES |
|---|---|
| A. Careers in Advertising | Pass out copies of current magazines, such as "Advertising Age." Then, have each student find as many names of advertising agencies as possible in 30 minutes. A group of students should then alphabetize and mount the names on a bulletin board. |
| 1. With National Advertising Agencies Located in Major Cities, i.e., | |
| a. Young and Rubicam | |
| b. Benton and Bowles | Set up a panel discussion on the topic, "Is pirating ads and advertising employees an acceptable common practice?" |
| c. J. Walter Thompson | |
| 2. Local Independent Agencies (Community) | One approach to careers in advertising is to explore the functions of each of the following entry, mid-level, and executive positions. Students could select one or more from each level and develop descriptions through research for personal information or for presentation to the class. |
| a. Small in nature | |
| b. Good starting place | |
| 3. Retail Store Advertising | |
| a. Good training | Entry Level<br>Messenger<br>Typist<br>Copy boy or girl<br>Traffic clerk |
| b. Impressive qualifications not necessary | |
| 4. Mail Order Houses - Beginners May Start Here | |
| 5. Advertising Media | Mid-Level<br>Salesperson<br>Proofreader<br>Advertising clerk<br>Production assistant<br>Research assistant<br>Junior copywriter<br>Assistant manager |
| a. Papers | |
| b. Magazines | |
| c. Radio | |
| d. Television | Executive<br>Account executive<br>Copywriter<br>Layout specialist<br>Direct mail specialist<br>Editor<br>Advertising manager<br>Production manager<br>Research director |
| B. Positions in Advertising | |
| 1. Job Clusters in Agencies | |
| a. Product areas | |
| b. Management areas | |
| c. Sales areas (operation/ promotion) | |

d. Creative/technical areas

e. Trade areas

C. Positions in Print Media

1. Usual Entry levels

a. Cub reporter

b. Indexer

c. Librarian

d. Clerk

2. Career Positions

a. Copy writer

b. Editor

c. Account executive

D. Positions in Broadcast Media

1. Usual Entry levels

a. Announcer

b. Photographer

c. Researcher

d. Clerk

2. Career Positions

a. Music director

b. Art director

c. Account executive

d. Copy writer

Take the class to a large advertising agency. The students should interview as many people as possible about:

- Starting positions/salary
- Qualifications/skills required
- Career ladders

Look at agency functions such as:

- Art/layout
- Copy writing
- Traffic management
- Business (Central offices)
- Entry-level/secretarial

Arrange for a group of students to visit a T.V. or radio station. Pictures should be taken and interviews of disc jockeys, announcers, programers and copy writers should be arranged. Upon return to class the group should conduct a full class review of what they observed about:

- Job and career possibilities
- Salary levels
- Educational requirements
- Other advantages or disadvantages

Have another group of students visit a local newspaper. The same routine as outlined above may be used.

## RESOURCES

### TRADE PUBLICATIONS

*Advertising age*, 740 Rush Street, Chicago 60611.

*Advertising and sales promotion*, 740 Rush Street, Chicago 60611.

*Editor and publisher*, 850 Third Avenue, New York City 10022.

*Journal of advertising research*, 3 East 54 Street, New York City 10022.

*Marketing-communications*, Decker Communications, Inc., 501 Madison Avenue, New York City 10022.

*The reporter of direct mail advertising*, 224 Seventh Street, Garden City, N. Y. 11530.

### GOVERNMENT PUBLICATIONS

*Advertising in small retail stores*, Management Research Summary, Small Business Administration, Washington, D. C. 20416.

*Advertising-retail store*, Small Business Administration, Washington, D. C. 20416.

*Checklist for successful retail advertising*, Small Business Aid Number 96, Small Business Administration, Washington, D. C. 20416.

*Occupational outlook handbooks, 1973-74 ed.*, U. S. Department of Labor, U. S. Government Printing Office, Washington, D. C. 20402.

*Point of purchase advertising and factors influencing use in supermarkets*, Market Research Report Number 692, U. S. Department of Agriculture, Washington, D. C. 20250.

*Retailing*, Small Business Administration, Washington, D. C. 20416.

*Self-regulation in advertising*, U. S. Government Printing Office, Washington, D. C. 20402.

*Small marketers aids: annuals*, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

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Burke, John, *Advertising in the marketplace*, McGraw-Hill Book Company, Hightstown, N.J. 08520, 1973.

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Kleppner, Otto, *Advertising procedures* (6th ed.), Prentice-Hall, Inc., Englewood Cliffs, N. J., 1973.

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Murphy, James M., *Handbook of job facts*, Science Research Associates, Washington, D. C., 1973.

Ocko, Judy Y., *Retail advertising copy: the how, the what, the why*, National Retail Merchants Association, New York City, 10001, 1971.

Ogilvy, David, *Confessions of an advertising man*, Atheneum, New York, 1963.

Padley, Martin, *Handbooks: television advertising and radio advertising*, National Retail Merchants Association, New York City 10001, 1971.

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Samson, Harland E., *Advertising and displaying merchandise*, South-Western Publishing Company, Pelham Manor, N. Y. 10803, 1967.

Warmke, Roman F., Palmer, G. Dean, and Nolan, Carroll A., *Marketing in action*, South-Western Publishing Company, Pelham Manor, N. Y. 10803, 1976.

Wright, John S., and Warner, Daniel S., *Advertising*, (3rd ed.), McGraw-Hill Book Company, Hightstown, N. J. 08520, 1971.

BOOKLETS AND PAMPHLETS

*Advertising*, American Association of Advertising Agencies, 200 Park Avenue, New York, N. Y. 10017.

*The A. A. A. A. study on consumer judgment of advertising*, American Association of Advertising Agencies, 200 Park Avenue, N.Y., N.Y., 10017.

MISCELLANEOUS REFERENCE SOURCES

*Advertising service for students* (11th edition), Thomas E. Maytham, Publisher, Southport, Conn. 06490, 1972.

*Advertising and sales promotion buyers guide* (annual), 740 Rush Street, Chicago, Ill. 60611.

*Encyclopedia of advertising* (2nd edition), Fairchild Publications, Inc., 7 East 12 Street, New York, N. Y. 10003.

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Walsh and Carpentier, *Advertising principles, transparency volume*, McGraw-Hill Book Company, Hightstown, N. J. 08520, 1972.

Warmke, Palmer, and Nolan, *Workbook for marketing in action*, 8th ed., South-Western Publishing Co., Pelham Manor, N. Y. 10803, 1976.

ORGANIZATIONS RELATED TO ADVERTISING

Advertising Council, 825 Third Avenue, New York City 10022.

Advertising Federation of America, 655 Madison Avenue, New York City 10021.

Advertising Research Foundation, 3 East 54 Street, New York City 10022.

American Advertising Fed., 1225 Connecticut Ave., N.W., Washington, D.C. 20036.

American Association of Advertising Agencies, 200 Park Ave., N.Y.C. 10017.

American Newspapers Publishers Association, 750 Third Ave., N.Y.C. 10017.

Association of Better Business Bureaus, 205 East 42 St., N.Y.C. 10017.

Association of Industrial Advertisers, 41 East 44 St., N.Y.C. 10017.

Association of National Advertisers, Inc., 155 East 44 St., N.Y.C. 10017.

Broadcasters Foundation of America, Suite 1810, 52 Vanderbilt Ave., New York City 10017.

Broadcasters Promotion Assoc., Inc., 1812 Hempstead Ed., Lancaster, Pa. 17601.

Bureau of Advertising, A.N.P.A., 485 Lexington Avenue, New York City 10017.

Business Press Advertising Bureau, 205 East 42 St., N.Y.C. 10017.

International Newspaper Advertising Executive, Inc., P. O. Box 147, Danville, Illinois 61832.

Magazine Advertising Bureau, 575 Lexington Ave., N.Y.C. 10022.

Marketing Communications Research Center, Box 411, Princeton, N. J. 08540.

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